

Research Paper

# The possibility of reading literacy instruction for intermediate level Japanese learners

## The analysis of the change from “reading purpose” to “retelling purpose”

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### Abstract

Reading written text and apply its content to another situation is important reading literacy ability. However, the effect of “retelling the written texts activity” by intermediate level Japanese learners, especially the change from “reading purpose” to “retelling purpose” and how to affect reading process, has not been clarified. This study uses qualitative analysis and focus on the above purpose change to explain its effect on reading process and comprehension by intermediate level Japanese learners. The result of the study suggests that the change from “reading purpose” to “retelling purpose” will lead to metacognition qualitatively changed, enhance the range of reading strategic usages and then improve the reading comprehension. This finding suggests that intermediate level Japanese learners’ reading literacy training is possible through the instruction of “retelling the written texts activity”.

### Keywords

reading literacy, reading purpose, metacognition

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